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ABSTRACT

The Equity for Women in Higher Education project at Indiana University was part of a grant coordinated by the University Council for Educational Administration and funded through the Women's Educational Equity Act. The grant involved a collaborative effort among five universities to produce and validate training materials to advance equity for women in education. The duration of the project was September 1976 through September 1978. The overall goal was to improve the knowledge, skills, and attitudes of actual and potential educational leaders in five target groups: (1) women preparing for educational leadership roles; (2) education administration trainees in general, including males and females; (3) professors of educational administration; (4) policymakers and administrators in K-12 school systems; and (5) policymakers and administrators in postsecondary education systems. The project at Indiana University was the last of these projects, and is described here, focusing on delineation of the target population, determination of the target group needs and project goals, development of the training materials, and validation and dissemination of the products. (Author/MSE)

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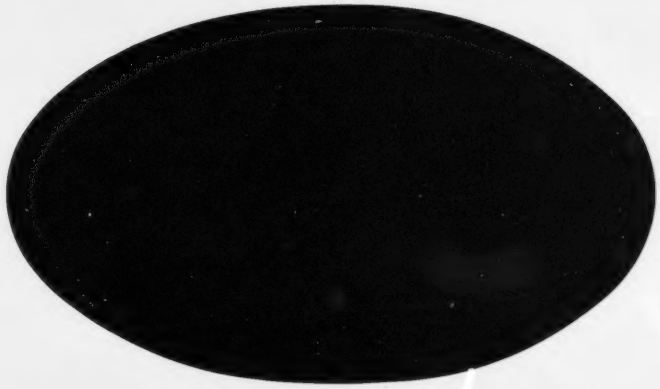
Equity for Women in Higher Education



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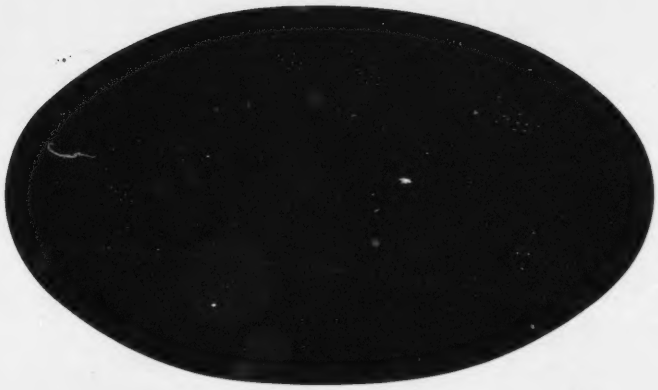

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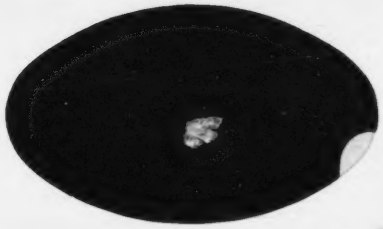

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Equity for Women in Higher Education

Project Overview

Martha McCarthy

PROJECT OVERVIEW

The EQUITY FOR WOMEN IN HIGHER EDUCATION project at Indiana University is part of a grant coordinated by the University Council for Educational Administration (UCEA) and funded through the Women's Educational Equity Act. The grant involves a collaborative effort among five universities to produce and validate training materials to advance equity for women in education. The duration of the project is from September, 1976, until September, 1978. The overall goal is to improve the knowledge, skills and attitudes of actual and potential educational leaders in five target groups:

(1) women preparing for educational leadership roles (Boston University)

(2) education administration trainees in general, including males and females (University of Iowa)

(3) professors of educational administration (Georgia State University)

(4) policymakers and administrators in K-12 school systems (Ohio State University)

(5) policymakers and administrators in post-secondary education systems (Indiana University)

The following description of the Indiana University component focuses on delineation of the target population, determination of the target group needs and project goals, development of the training materials, and validation and dissemination of the products.

Delineation of Specific Target Groups

Due to the diversity represented in institutions of higher education, the Indiana project team delimited its target population in the following manner:

1. Institutional Targets

   a. Primary Target Group: Doctoral level universities.

   b. Secondary Target Group: All other institutions of higher education. If the primary targets can be affected, it is expected that the influence will be felt throughout post-secondary institutions. Nonetheless, to the extent that it is possible, the training materials are designed so that they can be adapted for use by smaller institutions.

2. Individual Targets

   a. Primary Target Group: Affirmative action officers, deans of women's affairs or the individuals on campuses who are officially designated as having responsibility for advancing equity for women. These individuals are considered to be linking agents who will subsequently use the instructional materials in training sessions with administrators, faculty members, students and members of boards of trustees.

   b. Secondary Target Group: President's office level staff, deans, and members of boards of trustees in diverse institutional settings.

   c. Special Target Group: Professors of higher education and doctoral students in higher education programs who are considered as potential change agents for effecting continued positive change in the role of women in higher education.

Determination of Target Group Needs and Project Goals

In searching for a systematic way to identify target group needs and project goals, two basic assumptions were made: (a) no single set of needs and goals would be appropriate for the three target groups, and

(b) needs identified for each group should be based on sound data. After deliberation, the staff concluded that a detailed needs assessment should be conducted. A research associate with the project conducted the assessment within 35 major research institutions to determine the instructional and resource support needs of the primary target group and the instructional needs of the secondary target group and the special target group. The differing types of needs of the three target groups are reflected in the project goals.

The identified needs and project goals for the Primary Target Group concentrate on knowledge and skills pertinent to the linking agent's role in post-secondary institutions. It is assumed that linking agents have a general knowledge of equity laws and are in sympathy with the philosophy of equity programs. Therefore, goals for this group emphasize the acquisition of skills to enhance the linking agents' efforts to educate other target populations on their respective campuses.

The Secondary Target Group is perceived as having a set of needs differing from those of the primary target group. It cannot be assumed that secondary target group members are already knowledgeable about equity laws or necessarily in sympathy with the underlying philosophy of equity programs. Therefore, goals for this group focus on the cognitive and affective domains. It is assumed that the linking agents can provide this population with specific skill information about implementing equity programs on particular campuses.

Members of the Special Target Group comprise a population who will be future administrators and policymakers in post-secondary institutions. Hence, the staff perceived that their needs in the knowledge, skill and affective areas parallel and overlap the needs and goals specified for

the primary and secondary target groups. (The identified needs and project goals for each target group are outlined in the Appendix.)

Description of Training Materials

Because of the differing sets of goals for the three target groups, the staff has attempted to design products for use in a variety of settings. Flexibility in using the materials is viewed as essential because of the heterogeneous nature of the target population. For example, because many members of the secondary target group can be reached mainly through the print medium, all training materials are designed for dissemination in printed form. Since members of the primary and special target groups are more likely to attend workshops and/or classes, multimedia presentations and participant-involvement activities are also included. The four products are designed so that they may be used independently or in conjunction with other products as a unified training package (see descriptions below). Furthermore, segments of two of the products, i.e., single case studies or sections of the monograph, can stand alone.

The staff feels that the primary target group will play a crucial role in disseminating the materials to members of the other target populations. Therefore, linking agents are provided training suggestions in conjunction with the products to assist them in replicating workshop activities on their respective campuses.

A brief description of the four products follows:

1. Women in Colleges and Universities--A monograph containing empirical research, experiential evidence and informed speculation about women in colleges and universities. Seven topical areas--productivity, recruitment and selection, reward systems, socialization, administrative opportunities, responses to discriminatory behavior, and black

women--are covered in the monograph. In addition, references and resources are listed for readers who may wish to pursue various topics in greater depth.

2. Equity Goal Ranking Process--A series of structured activities in which participants discuss and rank ten goals related to the advancement of equity for women in institutions of higher education. Areas of concern to female students, faculty members and administrators are included in this exercise.
3. Women in Higher Education: A Case Book--A variety of reality-based situations faced by women in institutions of higher education. Suggestions are given for the effective use of case studies with various groups. Some cases are available with media adaptations, e.g., audio tape, video tape, slide tape.
4. Search and Screen Committee: A Simulation--An exercise in which participants assume the roles of members of a search and screen committee that must evaluate a group of candidates and decide which persons should be invited for interviews. Emphasis is placed on equity issues that arise when female candidates are being considered. The simulation is designed to promote discussion of the biases that may affect the decision-making process.

Validation and Dissemination of Materials

A series of validation conferences in various sections of the country is scheduled for the Fall of 1977 and the Spring of 1978. Representatives from the three target groups will be invited to the conferences where they will use and review the materials. The training materials will be validated in terms of content, learning outcomes, related effects and predictive usefulness by means of pre-tests/post-tests and opinionnaires.

Based on data collected at the validation conferences, the products will be revised and put in final form for distribution. Dissemination of the training materials will be coordinated by UCEA in conjunction with the United States Office of Education. Among the activities planned to ensure widespread exposure to the materials are presentations at national conferences, e.g., American Educational Research Association and American Association of School Administrators, during the Spring, 1978.

APPENDIX

Target Group Needs and Project Goals

A. Primary Target Group (linking agents, i.e., affirmative action officers, deans of women's affairs, or other individuals officially charged with responsibility for furthering goals of equity for women).

Target Group Needs	Project Goals
1. Knowledge a. about effective affirmative action programs. b. of available resources that may be used in training campus personnel.	1. Establish a common information and tactical knowledge base among linking agents that will lead to more effective implementation of equity programs.
2. Skills a. in communication to facilitate conflict resolution and organizational management. b. in training techniques to help faculty and administrators (1) to understand the concept of equity and the interpretation of equity laws. (2) to assess policies and practices that are discriminatory within their respective departments or areas of influence. (3) to perform search, screen, hiring and such duties within the spirit of equity programs. (4) to implement equity programs within their respective units. c. in evaluating equity programs on campus. d. in coordinating institutional efforts to achieve equity goals.	2. Assist linking agents in becoming successful change agents through the promotion of cognitive, skill and affective aspects of equity programs with a wide variety of campus groups.

B. Secondary Target Group (members of boards of trustees, president's office level personnel, deans).

Target Group Needs	Project Goals
1. Knowledge a. of the conditions leading to the current status of women in IHEs* and the necessity for equity programs. b. about the concept of affirmative action. c. about the process of affirmative action. d. about successful equity programs in IHEs.	1. Develop an understanding of the genesis and parameters of the current status of women's participation in all aspects of higher education.
2. Affective a. to understand personal attitudes and values. b. to be open to alternative modes of functioning within the academic world. c. to appreciate the subtle day-to-day nonlegal problems that reinforce unequal treatment. d. to understand the conflict situations facing women in IHEs. e. to develop commitment to the advancement of equity for women.	2. Sensitize the target population to the individual, cultural and systemic orientations that have led to the necessity for equity programs in higher education and continue to impede their success. 3. Encourage an acceptance of and commitment to equity goals.

*IHE--Institutions of Higher Education.

C. Special Target Group (professors and doctoral students in higher education, considered as potential change agents).

Target Group Needs

1. Knowledge
   a. about effective affirmative action programs.
   b. of available resources to advance equity goals.
   c. of the conditions leading to the current status of women in IHEs and the necessity for equity programs.

2. Skills
   a. in communication to facilitate conflict resolution and organizational management.
   b. in working in IHEs
      (1) to assess discriminatory policies and practices within their areas of influence.
      (2) to perform search, screen, hiring duties.
      (3) to implement equity programs in academic units.
   c. in evaluating equity programs on campuses.

3. Affective
   a. to understand personal attitudes and values regarding equity programs.
   b. to be open to alternative modes of functioning within the academic world.
   c. to appreciate the subtle day-to-day nonlegal problems that reinforce unequal treatment of the sexes.
   d. to understand the conflict situations facing women in IHEs.
   e. to develop commitment to the advancement of equity for women.

Project Goals

1. Develop an understanding of the genesis and parameters of the current status of women's participation in all aspects of higher education.

2. Sensitize the target population to the individual, cultural and systemic orientations which have led to the necessity for equity programs in higher education and continue to impede their success.

3. Encourage an acceptance of and commitment to equity goals.

Project Advisory Committee

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